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ABSTRACT

This curriculum, designed to improve elementary school foreign language teacher training, was developed jointly by school teachers and university educators in North Carolina. It is based on the successful practices of current elementary school foreign language teachers, translated into desired teacher competencies. Introductory sections describe the project's background and development, its structure, and the way in which the 14 teacher competencies were prioritized for integration into the curriculum design. The bulk of the guide is an outline of the components that make up each competency. In some cases, relevant instructional experiences, additional texts and readings, and suggested assessment strategies are specified. An 88-item bibliography is included. Appendixes contain the following: suggested implementation strategies for the curriculum; a brief description of the project; a list of foreign language journals and newsletters; a list of North American organizations and conferences dealing with elementary school language instruction; names and addresses of language resource centers; descriptions of videotape recordings for use in training; and a summary of the 14 teacher competencies forming the core of the curriculum. (MSE)

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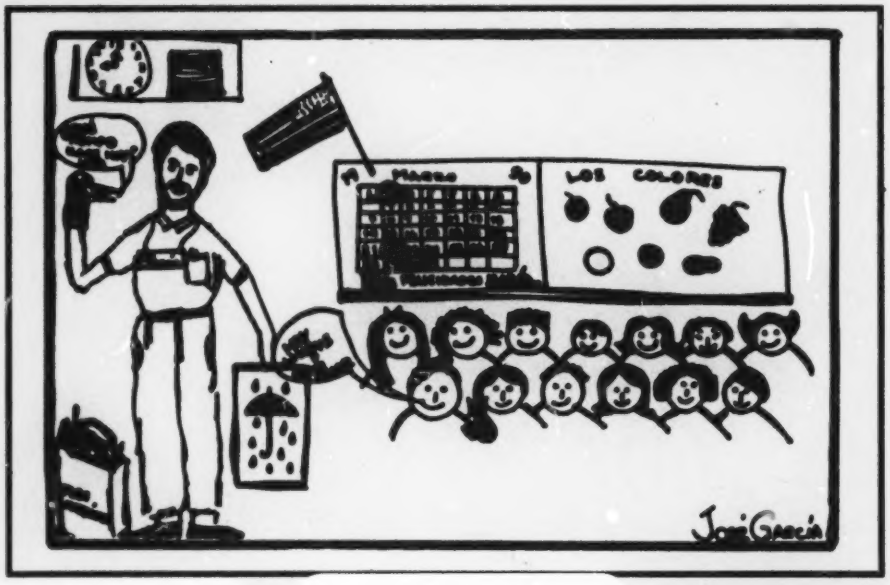
Elementary School (K-8) Foreign Language Teacher Education Curriculum



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Nancy C. Rhodes, CAL
L. Gerard Toussaint, NCDPI
Project Co-Directors

Background of the Project

This curriculum was developed as part of a joint project of the Center for Applied Linguistics (CAL) and the North Carolina Department of Public Instruction to improve the training of elementary school foreign language teachers at institutions of higher education.

With the growing demand across the country for foreign language instruction in the elementary school, there is an increasing need for qualified elementary school foreign language teachers. One of the reasons for the current shortage of trained elementary school foreign language teachers is the serious shortage of qualified teacher educators. Currently, few U.S. institutions of higher education have faculty qualified to offer programs to prepare elementary foreign language teachers. As a result, elementary language programs are often staffed by teachers with little language teaching experience, teachers with secondary rather than elementary certification, or teachers fluent in the language but with no teaching credentials at all.

The shortage of teachers is more pressing in North Carolina than in any other state because a new law states that by 1993 *all public school students in North Carolina will be required to study a foreign language from kindergarten through grade five, and will have the opportunity to continue study through grade twelve.*

This training model for teacher educators, funded by the Fund for the Improvement of Postsecondary Education (FIPSE) of the U.S. Department of Education, is based on the successes of current elementary school foreign language teachers. The project involved 14 teacher educators, representing public and private universities in all eight educational regions of North Carolina, and 14 elementary school foreign language teachers. This project is especially timely because since 1989 all North Carolina foreign language teacher educators have been required to become state certified in foreign language, K-12.

The project has included the following activities to date: 1) an intensive four-day seminar on elementary school foreign language methodology; 2) direct observations of local elementary school foreign language classes by university faculty; 3) faculty teaching elementary school classes; and 4) collaboration among university faculty and elementary teachers in the development of this teacher education curriculum. The cornerstone of the project has been the university faculty-elementary school foreign language teacher collaboration in the classroom. These teacher educators will be incorporating the new material and methodologies into their universities' curricula and providing elementary school foreign language instruction to undergraduate foreign language students preparing to become teachers.

As part of the goal of wider dissemination of elementary school foreign language teacher training models, this program, after revision, is being replicated with a second group of North Carolina instititutions. (For details of the project, see Appendix B.)

How the Curriculum Was Developed

This curriculum is the product of a process that began in North Carolina in 1988. At that time, nearly fifty elementary school foreign language teachers, teacher trainers, and foreign language supervisors, along with the state foreign language consultants, began meeting to develop K-12 second language competencies and student evaluation measures, as well as guidelines for K-12 second language teacher preparation programs. Along with the development of a thorough knowledge of the state competencies came the building of a strong sense of community among the group.

Almost the same group of trainers, teachers, and supervisors convened in Greensboro, North Carolina in May 1990, with a new task supported by FIPSE funding. They were given the charge to develop a national model for a university teacher-training program for elementary school foreign language teachers, based on teacher training competencies and guidelines already available. These competencies/guidelines were developed by the North Carolina Department of Public Instruction (NCDPI, 1988) as well as the American Council on the Teaching of Foreign Languages (ACTFL, 1988) and the American Association of Teachers of French - FLES Commission (AATF, 1988).

The majority of the three-day May 1990 workshop was spent in large and small group brainstorming sessions, fine tuning and expanding on the competencies, and finally, elaborating on them to specify what the teaching faculty will need for their methods classes. The particular requisites include lists of specific instructional experiences, resources, and evaluation measures necessary for the students to achieve the required competencies.

The process went like this: First, small working groups of teachers and teacher trainers developed lists of what an elementary school foreign language teacher **should be able to do**. These lists contained such things as ability to speak, read, write, and understand the language fluently; ability to teach speaking, reading, writing, and listening; and ability to teach culture, among other things. Next, the participants were asked to compile a list of what an elementary school foreign language teacher **should be knowledgeable about**, such as first and second language acquisition of children, developmental stages of children, and other pertinent topics. Then large pieces of chart paper with elementary school foreign language teacher competencies were posted on the wall, and the groups were asked to fill out each competency sheet with the corresponding descriptors they had identified of what teachers should be able to do/should be knowledgeable about. Some topics did not fall under any competency, so six more competencies were added for a total of 14. The next step was for each group to select three of the competencies and fine tune the wording of the competency itself and add any necessary descriptors.

The last major component of the curriculum development process was the elaboration of the competencies according to what would be needed by the teacher trainers using this curriculum.

Each group completed charts identifying instructional experiences, resources, and evaluation procedures needed to fulfill specific competencies. The result was the first draft of the curriculum, which was later pilot-tested and revised. As a follow-up to the curriculum development and as the concluding activity for the workshop, the group discussed strategies for implementing the curriculum at their institutions. The strategies suggested are listed in Appendix A.

How to Use the Curriculum

This curriculum is divided into three main sections. The first section lists 14 elementary school foreign language teacher competencies (what teachers should be able to do and what they should be knowledgeable about). These competencies can be organized into five categories: a) language proficiency and cultural knowledge, b) language acquisition and child development, c) foreign language methodology, d) the elementary school environment, and e) the teacher as professional. The second section identifies instructional experiences, resources, and evaluation procedures for fulfilling these competencies. The final section includes a bibliography and appendices.

In planning a new program to prepare elementary school foreign language teachers, a first step would be to examine the list of competencies and determine which of them is addressed in courses and experiences available at the institution. Competencies not being met elsewhere will need to be planned for in new course offerings, either in a foreign language methods course, or in other related courses such as children's literature or integrated curriculum. For example, much of competency 8.0, *"Knowledge of elementary school principles and practices..."* would be met through course work in elementary school methods. Implications of the role of an elementary school foreign language teacher, from the same competency, would need to be included in the foreign language methods course.

The foreign language teacher trainer also needs to keep in mind that the time devoted to each competency is not equal. For example, competency 12.0, *"Awareness of the need for personal and professional growth,"* is generally given less time in a training program than competency 9.0, *"Proficiency in the foreign language."*

Some programs will be designed for teachers who already have a strong background in several of the competencies listed. For example, teachers whose primary preparation is for the elementary school will not require as much class work in child development, classroom management, and elementary school curriculum. Secondary school language teachers may not need as much formal attention to language teaching approaches or second language acquisition theory. Both groups will need work with matching their previous experiences with the elementary school foreign language classroom.

There are far more readings and activities listed in this curriculum than can reasonably be addressed in a pre-service methods class. In fact, many methods teachers find that careful reading and discussion of one or two basic resources, combined with extensive practical work in planning and materials development, is more effective than a lengthy list of required readings. However, for planners of inservice workshops and courses, these resources can provide greater depth and wider experience in areas that go beyond initial skills needed for entry to the profession.

In a practical sense, these competencies and resources provide the basis for a spiral curriculum for the preservice and inservice education of elementary school foreign language teachers. These competencies reflect the complex and diverse challenges confronting the elementary school foreign language teacher. Everyone, including the beginning teacher and the very experienced professional, will find areas of existing strength and areas for continued growth.

Setting Priorities

An important job for the North Carolina teacher training curriculum writers was to prioritize the 14 competencies. This was a difficult task since every participant felt that all the competencies were extremely important. The group decided that a priority list was necessary, though, because time and resources are not always available to accomplish all the elements contained in the 14 competencies.

To prioritize, each educator first ranked the five most important competencies. Then they ranked the five competencies that were the least critical. (This part of the exercise met with the most resistance since everyone felt that every competency was essential to an elementary school foreign language teacher education curriculum.) Next, in groups of four, the teacher trainers, teachers, and supervisors reached consensus on the top and bottom five competencies. Then, each group ordered the remaining four competencies.

Finally, the working groups reported which competency they had ranked first, second, third, etc. What was astounding was the degree of agreement among the groups. It was yet another demonstration of the unity of the group and illustrated that there was consensus among teachers and teacher trainers with a wide range of experiences at very different educational settings. The following is the rank order of the competencies as agreed upon by the whole group:

Requires most extensive and intensive training

Proficiency in the foreign language (9.0)

Knowledge of instructional methods . . .(2.0)

Knowledge of the K-12 foreign language curriculum and the elementary curriculum . . .(7.0)

An understanding of second language acquisition in childhood . . .(1.0)

Knowledge of elementary school principles and practices . . .(8.0)

Requires substantial amount of time

Ability to teach aspects of the target culture . . .(6.0)

Knowledge of child development (10.0)

Knowledge of instructional resources . . .(3.0)

Ability to develop reading and writing skills in learners . . .(5.0)

Knowledge of appropriate assessment and evaluation . . .(4.0)

Requires least amount of time

An understanding of the need for cooperation among foreign language teachers, administrators . .(13.0)

Awareness of the need for personal and professional growth (12.0)

Awareness of skills for program promotion (14.0)

Knowledge of history of foreign language education . . . (11.0)

Elementary School (K-8) Foreign Language Teacher Competencies

1.0 An understanding of second language acquisition in childhood and its relation to first language development

1.1 Knowledge of the major theories of second language acquisition

1.2 Knowledge of the relationship between the processes in first and second language acquisition

1.3 Knowledge of learning styles and ability to provide instruction that addresses various ways in which children acquire language

1.4 Ability to apply second language acquisition theory to classroom practice

2.0 Knowledge of instructional methods appropriate to foreign language instruction in the elementary school

2.1 Knowledge of current theories influencing the teaching of foreign languages

2.2 Knowledge of current foreign language methodologies and their implications for classroom practice

2.3 Ability to select methods and make instructional decisions based on and consistent with program goals, philosophy, and the teacher's professional judgement

2.4 Ability to develop and implement both long and short range plans for instruction

2.5 Ability to create developmentally and content-appropriate lessons using a variety of techniques and strategies

2.6 Ability to select appropriately from one's repertoire of instructional activities

Note: For the purpose of this curriculum, the term *foreign language* has been used to include all languages other than English, and the term elementary school foreign language instruction includes kindergarten through grade 8 (including middle school/junior high).

3.0 Knowledge of instructional resources appropriate to foreign language instruction in the elementary school

3.1 Ability to identify, evaluate, and select developmentally appropriate instructional resources

3.2 Ability to create and/or adapt developmentally appropriate instructional resources

3.3 Knowledge of criteria that guide the identification, selection, and development of appropriate instructional resources

3.4 Knowledge of media center resources and their use

4.0 Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school

4.1 Knowledge of the characteristics of foreign language achievement and proficiency

4.2 Knowledge of purposes of evaluation in foreign language instruction (student, instruction, and program evaluation)

4.3 Ability to create and use developmentally appropriate evaluation and assessment techniques of the lesson, the student, and the program

4.4 Ability to collect, interpret, and apply information (about students, instruction, and program) using a variety of approaches and assessment measures

5.0 Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language

5.1 Knowledge of integrated and holistic approaches to developing literacy skills

5.2 Knowledge of the relationship between literacy skills in the students' first and second languages

5.3 Knowledge of the relationship between oral and written skills

5.4 Ability to design activities for introducing and developing reading and writing skills as appropriate to students' second language proficiency and first language skills

6.0 Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture

6.1 Knowledge of resources for up-to-date cultural information

6.2 Knowledge of cultural universals and specific similarities between target and home culture

6.3 Ability to incorporate culture into the foreign language lesson

6.4 Ability to plan activities (including songs, games, rhymes, fairy tales, and fables) that address the world of children in the target culture

6.5 Ability to plan activities that give students concrete experiences with relevant cultural behavior pattterns and practices

6.6 Ability to serve as a role model for the target culture and to foster a positive attitude toward the culture

6.7 Ability to integrate culture into other areas of the elementary school curriculum

7.0 Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language

7.1 Knowledge of the general elementary school curriculum by content area

7.2 Knowledge of elementary school foreign language curricula from a variety of school systems

7.3 Ability to identify, select, and integrate appropriate areas of the general elementary curriculum that can be taught in the foreign language

7.4 Ability to identify and integrate processes and practices common to all curricular areas, e.g., problem solving, sequencing, estimating, patterning

7.5 Ability to work collaboratively with staff of the grade(s) being taught

7.6 Ability to work collaboratively with other foreign language educators to ensure an articulated K-12 sequence of study

8.0 Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning

8.1 Knowledge of local school system philosophy, goals, regulations, and procedures

8.2 Knowledge of the relationship between the affective and physical environment and achievement of foreign language objectives

8.3 Ability to be creative and flexible and respond quickly to changing circumstances

8.4 Ability to communicate high level of expectations to students

8.5 Ability to develop and maintain effective management of the classroom

8.6 Ability to organize a physical classroom that supports the goals of instruction

8.7 Ability to create a comfortable, nonthreatening learning environment

9.0 Proficiency in the foreign language

9.1 Ability to listen with comprehension to the foreign language when it is spoken at a rate considered average for an educated native speaker

9.2 Ability to speak the foreign language with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as a foreign language model

9.3 Ability to read general printed matter with comprehension on the literal, interpretive, and critical levels

9.4 Ability to write clearly, correctly, and effectively in the foreign language

9.5 Knowledge of distinctive linguistic features of the foreign language in comparison with English

9.6 Ability to use the foreign language fluently for all classroom purposes

10.0 Knowledge of child development

10.1 Knowledge of the social, emotional, cognitive, physical, and linguistic development of children

10.2 Ability to apply child development principles in the planning and delivery of instruction

10.3 An understanding and appreciation of children

10.4 Knowledge of the value of the child as an individual and knowledge of the child's world

11.0 Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school

11.1 Knowledge of the history of foreign language education in the United States

11.2 Knowledge of how research and legislation have affected education programs for foreign language learning

11.3 Ability to identify types of programs, settings appropriate for each type, and factors influencing program design

11.4 Understanding of the rationale and development of state and local programs and ability to explain the program design and goals

11.5 Ability to present rationale for elementary school foreign language programs

12.0 Awareness of the need for personal and professional growth

12.1 Ability to network for professional and classroom idea exchanges

12.2 Knowledge of resources and opportunities available to maintain own foreign language proficiency level

12.3 Knowledge of graduate course offerings and requirements for advanced degrees

12.4 Knowledge of and participation in local, state, and/or national foreign language organizations and conferences

12.5 Knowledge of strategies for relaxation, self-pacing, reducing stress, and personal renewal

12.6 Knowledge of professional publications and other resources to maintain contact with current research and trends in general education and foreign language education

13.0 An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members

13.1 Knowledge of implications of the role of the elementary school foreign language teacher as a specialist among generalists

13.2 Awareness of the need to meet with other foreign language teachers to share ideas and materials, as appropriate

13.3 Ability to serve as a resource person for elementary school classroom teachers

13.4 Ability to work with paraprofessionals (aides, tutors, volunteers, custodians), as appropriate

13.5 Ability to communicate program goals to parents, classroom teachers, school board members, counselors, and administrators at state, university, and community levels

14.0 Awareness of skills for program promotion

14.1 Ability to state rationale for existence of foreign language in the elementary school and for each of the program models

14.2 Ability to use good public relations strategies to promote a foreign language program, for example, by planning special programs and events for the school and the community

14.3 Knowledge of how to work effectively with decision makers and the media

Elaboration of Elementary School (K-8) Foreign Language Teacher Competencies

Competency 1.0 *An understanding of second language acquisition in childhood and its relation to first language development*

Instructional Experiences

1. Coursework:
   a. Child development
   b. Elementary school foreign language methods
   c. Teaching exceptional children
   d. Linguistics

2. Observations of preschool and elementary school classes and foreign language classes

3. Student teaching

4. Microteaching

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley.

   Lipton, G.C. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook.

2. Readings in child psychology:
   Chapman, M., Grob, E., & Haas, M. (1989). The ages and learning stages of children and their implications for foreign language learning. In K. Müller (Ed.), *Languages in elementary schools.* New York: The American Forum, 27-42.

   Flavell, J. H. (1985). *Cognitive development* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

   Gesell, A., Ilg, F.I., & Ames, L.B. (1987). *The child from five to ten.* New York: Harper and Row.

   Glover, J.A., & Bruning, R.H. (1987). *Educational psychology: Principles and applications* (2nd ed.). Boston: Little, Brown and Co., 139-178.

3. Readings in second language acquisition:
   Dulay, H., Burt, M., & Krashen, S. (1982). *Language two.* New York: Oxford University Press.

   Krashen, S.D., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom.* Hayward, CA: Alemany Press.

4. Videotapes:
"Second Language Acquisition in Children" and "Negotiation of Meaning," with teacher's activity manuals (1989); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

5. Guest lectures (community colleges, universities, and local affiliates of American Association of Teachers of French, German, Spanish/Portuguese, and other professional language teaching organizations often have speaker bureaus)

Assessment

1. Class presentations on readings and student teaching experiences

2. Individual and group projects comparing first and second language acquisition

3. Instructional plans prepared and presented by students

4. Dialogue journals conducted between student and professor

Competency 2.0 *Knowledge of instructional methods appropriate to foreign language instruction in the elementary school*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Student teaching and other practica
3. Microteaching
4. Observations
5. Foreign language workshops and conferences (local, regional, and national)

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook.

2. Readings:
   Benya, R. (Comp.), & Müller, K.E. (Ed.). (1988). *Children and languages.* New York: The American Forum.

   Curtain, H.A. (1991). Methods in elementary school foreign language teaching. *Foreign Language Annals, 24,* (4), 323-329.

   Maley, A., & Duff, A. (1978). *Drama techniques in language teaching.* New York: Cambridge University Press.

   Met, M. (1991). Learning language through content: Learning content through language. *Foreign Language Annals, 24,* (4), 281-295.

   Müller, K.E., (Ed.). (1989). *Languages in elementary schools.* New York: The American Forum.

   Nerenz, A.G. (1990). The exploratory years: Foreign languages in the middle-level curriculum. In S.S. Magnan (Ed.), *Shifting the instructional focus to the learner.* Middlebury, VT: Northeast Conference, 93-126.

   Pesola, C.A. (1991). Culture in the elementary school foreign language classroom. *Foreign Language Annals, 24,* (4), 331-346.

3. Elementary teachers

4. Videotapes:
"Planning for Instruction in the Immersion Classroom" and "Negotiation of Meaning" with teacher's activity manuals (1989); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

5. Professional literature, including journals, on instructional methods (see Appendix C for listings of journals)

6. State and national foreign language organizations (see Appendix D for listings)

7. State foreign language guidelines (consult your state foreign language supervisor for your state's guidelines)

8. Publishers of foreign languages textbooks, magazines, materials and catalogues

Assessment

1. Demonstrations of methods using age-appropriate materials

2. Classroom performance evaluations

3. Research reports/demonstrations on various teaching strategies

4. Preparation and teaching of lesson plans for various levels

Competency 3.0 *Knowledge of instructional resources appropriate to foreign language instruction in the elementary school*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Creation/adaption of developmentally appropriate resources
3. Foreign language workshops and conferences (local, regional, and national)

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 199-234.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 150-159.

2. Readings:
   Curtain, H.A. (in press). *An early start: Resources for elementary school foreign language.* Englewood Cliffs, NJ: Prentice Hall Regents/CAL.

   FLES NEWS (See especially "Resources for your classroom" column)

3. Elementary teachers
4. Professional literature, including journals, on instructional resources (see Appendix C for listings of journals)
5. State foreign language guidelines (consult your state foreign language supervisor for your state's guidelines)
6. Publishers of foreign languages textbooks, magazines, materials and catalogues
7. School supply stores

Assessment

1. Creation and development of age-appropriate teaching materials
2. Demonstration of use of age-appropriate materials

Competency 4.0 *Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Student teaching and other practica
3. Foreign language workshops and conferences (local, regional, and national)

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 183-197.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 132-149.

2. Readings:
   American Council on the Teaching of Foreign Languages. (1986). *ACTFL Proficiency Guidelines*. Hastings-on-Hudson, NY: ACTFL.

   Heining-Boynton, A.L. (1991). The FLES program evaluation inventory (FPEI). *Foreign Language Annals*, 24, (3), 193-202.

   Heining-Boynton, A.L. (1990). The development and testing of the FLES program evaluation inventory. *Modern Language Journal, 74,* (4), 432-439.

   Oller, J. (1989). Testing and elementary school foreign language programs. In K. Müller (Ed.), *Languages in elementary schools*. New York: The American Forum, 99-156.

   Rabiteau, K. & Taft, H. (n.d.). *Provisional modified ACTFL/ETS oral proficiency scale for junior high students*. Princeton, NJ: Educational Testing Service.

   Rhodes, N., & Thompson, L. (1990). An oral assessment instrument for immersion students: COPE. In A. Padilla, H. Fairchild, & C. Valadez (Eds.), *Foreign language education: Issues and strategies*. Newbury Park, CA: Sage, 75-94.

   Thompson, L., Richardson, G., Wang, L.S., & Rhodes, N. (1988). *The development of the FLES test - Spanish*. Washington, DC: Center for Applied Linguistics. Unpublished manuscript.

   Underhill, N. (1977). *Testing Spoken Language*. New York: Cambridge University Press.

3. Videotapes:
   "Assessment in the Immersion Classroom" with teacher's activity manual (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. Professional literature, including journals, on evaluation techniques (see Appendix C for listings of journals)

5. State foreign language guidelines (consult your state foreign language supervisor for your state's guidelines)

Assessment

1. Creation and use of developmentally appropriate evaluation and assessment techniques of a student, a lesson, and a program

2. Interpretation of information gathered through assessment procedures

Competency 5.0 *Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language*

Instructional Experiences

1. Elementary school foreign language methods course readings and projects
2. Coursework in the teaching of reading and writing (adapt to language)
3. Experience in storytelling and experiential writing activities
4. Sample class activities:
   a. Plan a series of readings at different levels (both submitted and presented), including activities in scanning, skimming, completing cloze passages, and summarizing.
   b. Design and teach a lesson with a language experience story (class tells a story about something they experienced together and teacher writes on chalkboard or chart paper).
   c. Plan a lesson using a BIG book.
   d. Conduct a dialogue journal.
5. Computer software for reading and writing

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 136-146.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 90-101.

2. Readings:
   Foorman, B.R., & Siegel, A.W. (1986). *Acquisition of reading skills: Cultural constraints and cognitive universals.* Hillsdale, NJ: Lawrence Erlbaum.

   Garvie, E. (1990). *Story as vehicle. Teaching English to young children.* Philadelphia: Multilingual Matters.

   Morgan, J., & Rinvolucri, M. (1984). *Once upon a time: Using stories in the language classroom.* New York: Cambridge University Press.

   Omaggio, A.C. (1986). *Teaching language in context: Proficiency oriented instruction.* Boston: Heinle and Heinle.

   Pilon, A.B. (1985). *Teaching language arts creatively in the elementary grades.* Melbourne, FL: Krieger.

Tiedt, S.W., & Tiedt, I.M. (1987). *Language arts activities for the classroom* (2nd ed.). Boston: Allyn and Bacon.

3. Videotapes:
"Teaching Reading and Language Arts in the Immersion Classroom: Grades K-2" and "Teaching Reading and Language Arts in the Immersion Classroom: Grades 3-6" with teacher's activity manuals (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. ACTFL proficiency guidelines

5. Elementary magazines such as
   a. *Learning 90*
   b. *Teaching PreK-8*
   c. *Mailbox*
   d. *Reading Teacher*
   e. *The Whole Idea Whole Language Newsletter*

6. Pen pals (international and local) and audio tape exchanges

Assessment

1. Research papers and group projects on reading and writing strategies

2. Prereading exercises, prewriting exercises, and dramatizations presented by students

3. Lessons evaluated by teacher and/or class

4. Stories presented and evaluated by teacher

5. Readings summarized by students orally or in written form

6. Cloze passages created by students

Competency 6.0 *Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture*

Instructional Experiences

1. Coursework:
   a. Culture and civilization
   b. Elementary school foreign language methods course, including information on cultural exchanges: video pals, pen pals, exchange of realia boxes with a target culture class
   c. Literature
      1. Include children's literature or offer separate children's literature course from target culture
      2. Emphasize gestures as indicated in drama

2. Sample class activities:

   a. Develop minidramas, cultural capsules, Gouin series, clusters cultural assimilators, and audiomotor units that demonstrate knowledge of cultural concepts and/or differences

   b. Demonstrate ability to apply the above strategies to a classroom situation

   c. Start a collection of songs, games, rhymes, recipes, and realia from the target culture for future use

   d. Prepare a dialogue that includes at least five gestures that are culture specific

   e. Make a list of holidays from the target country and prepare a teaching activity to celebrate one holiday

   f. Incorporate into the methods class those behavior patterns that are culture specific (endings of stories, courtesies)

3. Travel abroad that includes contact with children and their daily lives

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 147-163.

2. Readings:
   Nostrand, H. (1989). Culture. In *The teaching of French: A syllabus of competence. The report of the commission on professional standards. AATF National Bulletin,* special edition, *15,* 14-18.

   Pesola, C.A. (1991). Culture in the elementary school foreign language classroom. *Foreign Language Annals, 24,* (4), 331-346.

Seelye, H.N. (1984). *Teaching culture*. Lincolnwood, IL: National Textbook.

3. Videotape:
"Teaching Culture in the Immersion Classroom" with teacher's activity manual (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. Books, magazines, and newspapers in the target language

5. Native speakers

6. Journal articles (see Appendix C for listing)

7. Organizations: Alliance Française (over 150 across the United States), Goethe House, AATs, and other foreign language teachers' organizations (see Appendix D for listing)

8. Other foreign language teachers

9. Children's literature, including picture books, easy readers, folk tales, fairy tales, songs, rhymes, and poetry

10. Authentic material and objects from the target culture

11. Gesture inventories

Assessment

1. Evaluation of lesson and unit planning according to
   a. Inclusion of culture
   b. Correctness of cultural information
   c. Appropriateness of activities
   d. Variety of strategies

2. Presentation of foreign language song, foreign language game, and foreign language rhyme to methods class

3. Participation in culturally authentic conversation in the foreign language

4. Selection of an example of an outstanding piece of children's literature and preparation of a presentation on it (could be telling a story, adapting story to a lower level, or preparing a reading lesson)

5. Preparation of appropriate cultural objectives for K-3, 4-6, 7-9, and high school levels 1 and 2 with activity for each

Competency 7.0 *Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language*

Instructional Experiences

1. Coursework:
   a. Foreign language methods
   b. Elementary school curriculum
2. Observations (K-12)
3. Videotape viewing of content-based elementary school foreign language teaching
4. Study of state foreign language curricula and elementary curricular guides for content areas
5. Development and presentation of lesson plans
6. Interviews with experienced teachers
7. Establishment of materials files relating to content areas
8. Study of curricula in other elementary school foreign language programs, in state and out of state
9. Collaborative meetings (with agenda items for elementary school foreign language and secondary on every program)
10. Visits of elementary school foreign language teachers who are former secondary foreign language teachers to methods class
11. Brainstorming for K-12 articulation

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley.

   Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook.
2. Readings:
   Benya, R. (Comp.), & Müller, K.E. (Ed.). (1988). *Children and languages.* New York: The American Forum.

   Curtain, H.A. (1991). Methods in elementary school foreign language teaching. *Foreign Language Annals, 24,* (4), 323-329.

Met, M. (1991). Learning language through content: Learning content through language. *Foreign Language Annals, 24*, (4), 281-295.

Müller, K.E., (Ed.). (1989). *Languages in elementary schools*. New York: The American Forum.

Pappas, C.C., Kiefer, B.Z., & Levstik, L.S. (1990). *An integrated language perspective in the elementary school: Theory into action*. New York: Longman.

Pesola, C.A. (1988). Articulation for elementary school foreign language programs: Challenges and opportunities. In J.F. Lalande (Ed.), *Shaping the future of foreign language education: FLES, articulation, and proficiency*. Lincolnwood, IL: National Textbook.

Short, D.J., & Willetts, K.F. (1991). *Implementing middle school foreign language programs*. ERIC Digest. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. forthcoming)

3. Videotapes:
"Teaching Math and Science in the Immersion Classroom" and "Teaching Social Studies in the Immersion Classroom" with teacher's activity manuals (1991); Produced by Montgomery County (MD) Public Schools (see Appendix F for availability)

4. K-12 foreign language curriculum guides and content area curriculum guides

5. Journals: *Learning, Teaching PreK-8, Reading Teacher, Social Education, Young Social Studies*

6. Shared experiences of class members

7. Classroom teachers, coordinators, and supervisors from local school areas

8. University level elementary education specialists

9. Lists developed by students of specific language needed for content areas (scientific terminology, mathematical language)

Assessment

1. Curriculum development projects

2. Interview and observation logs

3. Evaluation of microteaching and presentations

4. Evaluation of written lesson plans and present lessons

5. Journals and discussions of activities (class participation)

6. Participation and contribution to problem-solving situations

Competency 8.0 *Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning*

Instructional Experiences

1. Coursework:
   a. Elementary school foreign language methods
   b. General education classes
   c. Audiovisual classes
2. Student teaching
3. Classroom observations
4. Interviewing professionals in the field
5. Conferences and workshops
6. Case studies of specific elementary school foreign language programs and teachers

Resources

1. State guidelines
2. Public and private schools
3. Elementary classroom teachers
4. All school personnel
5. Professional publications: *Elementary School Journal, Middle School Journal, Media and Methods*
6. Mentor
7. State and national organizations
8. Training videos and classroom management texts:
   "Learning to Work Together" and "Teaching Social Skills" with facilitator's manual in the Cooperative Learning Series (1990); Produced by Association for Supervision and Curriculum Development (see Appendix F for availability)

   Canter, L., & Canter, M. (1976). *Assertive discipline: A take charge approach for today's educator, K-12*. Santa Monica, CA: Lee Canter & Associates.

   Curwin, R.L., & Mendler, A.N. (1988). *Discipline with dignity*. Alexandria, VA: Association for Supervision and Curriculum Development.

Assessment

1. Classroom performance evaluations
2. Projects (portfolio, diorama, videotape, poster of classroom rules, handouts, and bulletin board)
3. Research papers
4. Teaching materials created/developed by students
5. Routines planned by students for the foreign language class

Competency 9.0 *Proficiency in the foreign language*

Instructional Experiences

1. Foreign language coursework
2. Foreign study and travel
3. Immersion weekends
4. Workshops
5. Informal conversational groups
6. Use of authentic content textbooks and audiovisual materials

Resources

1. Language house/language hall in dormitory
2. Communicative foreign language texts
3. Foreign language tutors
4. Language clubs (Alliance Française, Tertulias)
5. Foreign exchange students and teachers and native speakers in community
6. All media: films, slides, videotapes, records, tapes, CDs, shortwave radio, television, computer software
7. Authentic content-based texts and books with teacher's manual
8. Language institutes
9. Rockefeller grants for study abroad

Assessment

1. Oral and written exams
1. Oral proficiency rating using the American Council on the Teaching of Foreign Languages (ACTFL) scale
2. Journal writing
3. Recitations, oral presentations (exposes and explications), and skits
6. Class participation

Competency 10.0 *Knowledge of child development*

Instructional Experiences

1. Coursework:
   a. Child psychology or human development, and educational psychology
   b. Elementary school foreign language methods

2. Videotapes of actual classroom with model teachers, including classrooms of academically gifted and learning disabled children

3. Required classroom observations in elementary classes

4. Case study of an individual child

5. Minilessons/microteaching in methods classes at various levels

6. Lesson plans adapted to the needs of exceptional children

7. Piaget tests performed with children of different ages

Resources

1. Methods texts:
   Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 66-70.

2. Readings:
   Chapman, M., Grob, E., & Haas, M. (1989). The ages and learning stages of children and their implications for foreign language learning. In K. Müller (Ed.), *Languages in elementary schools.* New York: The American Forum, 27-42.

   Elkind, D. (1978). *A sympathetic understanding of the child, birth to sixteen.* Boston: Allyn and Bacon.

   Flavell, J. H. (1985). *Cognitive development* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

   Gesell, A., Ilg, F.I., & Ames, L.B. (1987). *The child from five to ten.* New York: Harper and Row.

   Glover, J.A., & Bruning, R.H. (1987). *Educational psychology: Principles and applications* (2nd ed.). Boston: Little, Brown and Co.

   Heining-Boynton, D.B. (1991). The developing child: What every FLES teacher needs to know. Report of Central States Conference on the Teaching of Foreign Languages. In L. Strasheim (Ed.), *Focus on the foreign language learner: Priorities and strategies.* Lincolnwood, IL: National Textbook, 3-11.

Rhodes, N., Curtain, H.A., & Haas, M. (1990). Child development and academic skills in the elementary school foreign language classroom. In S.S. Magnan (Ed.), *Shifting the instructional focus to the learner*. Middlebury, VT: Northeast Conference, 57-92.

Shaffer, D.R. (1989). *Developmental psychology: Childhood and adolescence* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing.

Wadsworth, B.J. (1989). *Piaget's theory of cognitive and affective development* (4th ed.). White Plains, NY: Longman.

3. Educational Resources Information Center (ERIC) files and journal articles

4. Curriculum guides from states and school systems including foreign language and content areas

5. Curriculum libraries at university

Assessment

1. Evaluation of lesson plans and presentation of lessons

2. Summaries and critiques of videotapes of other students in classroom settings

3. Log of field experiences

4. Tutoring of children at various levels

Competency 11.0 *Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school*

Instructional Experiences

1. Coursework: Elementary school foreign language methods, including:
   a. Major themes and developments in the history of foreign language education in the United States
   b. Various program models, i.e., foreign language in the elementary school (FLES), foreign language experience (FLEX), and immersion (definitions, examples, goals and objectives)
   c. History of foreign language teaching in the state of residence

Resources

1. Methods texts:

Curtain, H.A., & Pesola, C.A. (1988). *Languages and children: Making the match.* Reading, MA: Addison-Wesley, 1-19.

Lipton, G. (1988). *Practical handbook to elementary foreign language programs.* Lincolnwood, IL: National Textbook, 7-19.

2. Readings:

Andersson, T. (1969). *Foreign language in the elementary school: A struggle against mediocrity.* Austin, TX: University of Texas Press.

Grittner, F. (1977). *Teaching foreign languages.* New York: Harper and Row.

Heining-Boynton, A.L. (1990). Using FLES history to plan for the present and future. *Foreign Language Annals, 23,* (6), 503-510.

Met, M. (1991). Elementary school foreign language: What research can and cannot tell us. In E. Silber (Ed.), *Critical issues in foreign language education.* New York: Garland Press, 63-79.

Met, M., & Rhodes, N. (1990). Elementary school foreign language instruction: Priorities for the 1990s. *Foreign Language Annals, 23,* (5), 433-443.

Omaggio, A. C. (1986). *Teaching language in context. Proficiency oriented instruction.* Boston: Heinle and Heinle.

Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals, 24,* (4), 297-314.

Schinke-Llano, L. (1985). *Foreign language in the elementary school: state of the art.* Washington, DC: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 264 715)

Assessment

1. Written or oral examinations
   a. Trace the historical background of foreign language education in the United States.
   b. Articulate orally a rationale for an early beginning and long sequence of foreign language study to various groups (parents, administrators, the public).
   c. Identify each program model by viewing a videotape section or by reading a description.
2. Debate and rationale for or against an early start and long sequence of foreign language

Competency 12.0 *Awareness of the need for personal and professional growth*

Instructional Experiences

1. Classroom discussion of professional organizations and publications and the importance of reading these publications and participating in local, state, and/or national organizations, and networking in order to become aware of current research and trends in education

2. Evaluation in writing of foreign language professional journals, giving the focus of each of the journals

3. Discussion of need to maintain foreign language proficiency and suggestions for ways to do so after graduation

4. Speakers (such as counselors or veteran teachers) on topics such as stress, burn-out, and other professional concerns

Resources

1. Library periodicals (see Appendix C for availability)
   a. *Foreign Language Annals*
   b. *French Review*
   c. *Hispania*
   d. *Modern Language Journal*
   e. *Canadian Modern Language Review*
   f. *TESOL Quarterly*
   g. *Die Unterrichtspraxis*
   h. *Advocates for Language Learning (ALL) Newsletter*
   i. *FLES NEWS*

2. Readings:

Heining-Boynton, A.L. (1990). Staff development for the FLES teacher: Networking to make it happen. Report of Central States Conference on the Teaching of Foreign Languages. In G. Ervin (Ed.), *Realizing the potential of foreign language instruction.* Lincolnwood, IL: National Textbook, 63-73.

American Association of Teachers of French. (1988). *Standards/competencies for effective elementary school FL teachers.* Baltimore, MD: AATF/FLES Commission, University of Maryland, Baltimore County.

American Council on the Teaching of Foreign Languages. (1986). *ACTFL Proficiency Guidelines.* Hastings-on-Hudson, NY: ACTFL.

3. Professional organizations and conferences: (see Appendix D for addresses)
   a. American Association of Teachers (AATs) of (French, Spanish and Portuguese, German) and other foreign language teachers' organizations
   b. Advocates for Language Learning (ALL)

c. American Council on the Teaching of Foreign Languages (ACTFL)
d. National Network for Early Language Learning (NNELL)
e. Second/Foreign Language Acquisition by Children (SLAC) Conference
f. Regional conferences such as the Northeast Conference on the Teaching of Foreign Languages and the Southwest Conference on Language Teaching
g. Foreign language collaboratives

Assessment

1. Attendance at professional meetings
2. Subscriptions to professional journals
3. Presentations at professional meetings
4. Leadership in profession
5. Enrollment in university course or obtaining a higher degree

Competency 13.0 *An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members*

Instructional Experiences

1. Networking with other teachers
2. Invitation to a classroom teacher encouraging that teacher's participation in one's program in specific ways
3. Explanation, in written form, to send to parents describing one's program (goals, expectations, and requirements) or introducing a unit
4. Attendance at a school board meeting
5. Attendance at a guest speaker's lecture on the topic of teacher collaboration
6. Presentation by a principal or department chair on scheduling, program planning, or effective schools

Resources

1. Readings:
   Heining-Boynton, A.L. (1991). Implementation of state-mandated FLES in North Carolina: An update. *Hispania, 74*, (2), 430-432.

   Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals, 24*, (4), 297-314.
2. Foreign language teachers
3. Foreign language collaboratives
4. Other professional meetings
5. Classroom teachers
6. Effective schools research

Assessment

1. Participation in "shadowing" a classroom teacher at one or more grade levels to record impressions of how that teacher fits into the entire school program
2. Teacher evaluation
3. Rapport with colleagues

Competency 14.0 *Awareness of skills for program promotion*

Instructional Experiences

1. Discussion of strategies for program promotion through parent-teacher association, school festivals, civic events, foreign language week contests, and volunteering in the schools when there are such events

2. Discussion of public attitudes and challenges facing foreign language instruction, such as media, decision makers, and civic events

3. Participation in a public relations-related activity in a local school

4. Hosting a children's festival on campus

Resources

1. Readings:
   Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals, 24,* (4), 297-314.

2. Pamphlets and other informational materials from ACTFL, Northeast Conference, AATs, *FLES News,* ALL, ERIC, Joint National Committee for Languages (JNCL), and Center for Applied Linguistics (CAL) (see Appendix D and E for addresses)

3. Visitors from school administration and staff, business community, including public relations firm

4. Class visitors from the field of public relations

5. ERIC database (for obtaining relevant articles)

Assessment

1. Student's journal of volunteer experiences and/or observations in schools or promotional events

2. Hypothetical promotional campaign for a feature of a foreign language program

3. Program created with strategies that would arouse public awareness

4. Letter-writing campaign to a public figure, legislator, or agency, to request support or promote issue or program

5. Files of materials, articles, and data that provide evidence of need of foreign language learning

6. Collection of rationale statements

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Campbell, R.N., Gray, T.C., Rhodes, N.C., & Snow, M.A. (1985). Foreign language learning in the elementary schools: A comparison of three language programs. *The Modern Language Journal, 69,* (1), 44-54.

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Appendix A

Implementation Strategies for the Elementary School Foreign Language Teacher Education Curriculum

The following strategies have been suggested by teacher trainers for the implementation of this curriculum at various institutions:

1. Address the following in a foreign language methods syllabus:
   a. Cultural diversity
   b. Instructional technology
   c. Exceptionality in children

2. Assign readings in specific categories and narrow the range of options

3. Stress field experiences so students get as much experience in the classroom as possible

4. Have mini-/microteaching videotaped (audiotaped) over a period of time

5. Plan as much activity-based instruction as possible so students get hands-on experience with different methodologies and techniques

6. Recommend student teaching and/or observation at both elementary and secondary levels Although it is often difficult to arrange student teaching or observations at both levels, it is very beneficial; one university, the University of North Carolina at Greensboro, has students do prestudent teaching at one level, elementary or secondary, and then teaching at the level on which they prefer to build their careers

7. Require use of various types of media and manipulatives in lessons

8. Emphasize need for making own instructional materials

9. Offer elementary and secondary school foreign language methods courses (although this is not always possible due to scheduling for elementary majors and K-12 specialists)

10. Update or fine tune categories in your resource files to have readily available sample curricula, materials, and bibliographies

11. Offer training workshops for the student teachers' "cooperating teachers" so they will know what is expected of them and how to make the student-teaching experience mutually beneficial

12. Revise order of assignments so lesson planning and model lessons are introduced early in the program

13. Share course descriptions and syllabi with other teacher training institutions

Appendix B

Elementary School Foreign Language Teacher Education Project

Elementary School Foreign Language Teacher Education Seminar

Our major goal of the elementary school foreign language teacher training seminar was to build on what the participants already knew and to provide them with additional information on how children learn language, and how various approaches to teaching language could be used. We faced the challenge of dealing with a diverse group of educators with varied experience in the field. We were careful about not presenting material in too-simplified a fashion, while at the same time making sure that everyone had a foundation in elementary foreign language methodology.

A team comprised of the project director, the project coordinator in North Carolina, and the three consultants developed the seminar agenda to cover the topics that we thought were critical, and other topics that were mentioned by the participants in their questionnaires. In an effort to conduct the seminar by actually implementing the methodologies, each of the presenters gave demonstrations and provided hands-on activities for the participants on their topics.

Elementary Class Observations and Teaching

The core of the project for the teacher trainers was their in-class experiences during the year in which they observed elementary school foreign language teachers, prepared lessons, and taught the elementary classes. Through phone interviews, questionnaires, and personal communication, the faculty members described their collaborative experiences with elementary teachers as quite beneficial. As a teacher trainer from Meredith College, N.C., explained, "The observations are extremely valuable. It seems like the teaching then falls right into place. The more you see, the more you learn."

When asked about the benefits of teacher trainer-FLES teacher colloboration, most teacher trainers mentioned more than one positive outcome. A University of North Carolina-Wilmington teacher trainer commented that, "It was very important and useful to see the FLES teacher's style, pacing of class, integration of materials, and orderly

movement from one classroom to another. It was not nearly as hectic as I had imagined. (Also), the classroom teacher's cooperation was crucial."

The majority of the teacher trainers felt that the most useful experience during their collaboration with the FLES teacher was the actual teaching of the classes to get the feel of student response, to experience the interaction with the students, and to get a grasp of what a 15-20 minute teachable lesson is. One trainer commented that the most useful experience was learning to be flexible. "I taught five second grade classes (including two learning disabled classes) and I had to adjust my (original) lesson plan. In some cases I was successful, in others not."

How to plan lessons for a multitude of classes was another key area that the faculty learned about by observation and participation. A Methodist College teacher trainer especially benefitted from watching her FLES teacher plan and then asking the FLES teacher about her strategies before she entered the classroom. "She is a storehouse of ideas and has learned what works best and when. The planning process is so important, and I saw how she drew from the curriculum and her materials to create the lesson for the day and how that fit into the on-going plan." And as a way to observe student progress, a North Carolina State University teacher trainer found that dividing the observations into three segments, January, March, and May, made it easier to assess the students' gradual language acquisition.

Many of the faculty found that there were added benefits to the observations and teaching. A teacher trainer from Appalachia State University describes a new collaboration that has emerged from her observations and teaching. "I have learned a ton from my collaborating FLES teacher. . . especially about discipline, organization, and dealing with classroom teachers. Plus, several of my methods students observed him and we had excellent discussions about those visits." At Western Carolina University, a teacher trainer has arranged for his colloborating elementary teacher to meet with the university methods class and he also hopes that his methods students will be able to regularly observe the FLES teacher. The FLES teacher also arranged for the teacher trainer to attend the school district's monthly FLES teachers meetings, where the teacher trainer got input on the FLES methods class curriculum he is developing.

All the teacher trainers (who returned questionnaires) recommended this type of collaboration for other teacher trainers and FLES teachers. "Absolutely!" exclaims one enthusiast, "Instead of studying FLES techniques in the abstract, one is able to attach practice to learning." "¡Claro que sí!" writes a Spanish professor. "It made me aware of the difficult task FLES teachers have. It changed the way I will teach my FLES methods class." The general consensus was that it is invaluable to participate in a class and to experience firsthand the thrill of teaching young children.

In addition to the expected tangible results of the first year of the project — 14 teacher trainers who now have in-class experience at the elementary level, and a training curriculum soon to be available — there were unexpected side benefits to the first year of the project. As mentioned earlier, many of the teacher trainers, through their elementary school collaborations, have made excellent contacts in the schools and plan to continue their collaboration by sending their methods students to observe and student teach with the same FLES teacher.

One group that we were hoping would benefit from the project — although we weren't sure how — was the FLES teachers themselves. The majority of them did find the colloboration highly successful and learned a lot in their mentoring roles. "Our relationship has been very two-way," says a Spanish FLES teacher, "The teacher trainers have shared music and poems. I shared more via demonstration in my teaching. Importantly, I felt on an equal level — a strong characteristic of collaboration." Others appreciated the feedback on their teaching. A Durham, N.C., French teacher writes that "It was gratifying that the teacher trainer felt my lessons were successful. I especially enjoyed seeing the teacher trainer teach my lesson and realizing that my students *knew* something." Another FLES teacher concurs, "This was only the second time I had observed someone doing what I do. It was very edifying. Also, the teacher trainer always had salient comments to make after her observations which were helpful."

Appendix C

Foreign Language Journals and Newsletters

(Abbreviations are explained on the following page)

ADFL Bulletin, (previously *Bulletin of the Association of Departments of Foreign Languages)* ta, $15.00, inst. $30,00, lib. $30.00; sc $5.00; Reprint -UMI; Association of Departments of Foreign Languages, 10 Astor Place, New York, NY 10003-6981

Canadian Modern Language Review, q, $25.00, inst. $35.00; 237 Hellems Avenue, Welland, Ontario, Canada L3B 3B8

Contact (Canadian Review for French Teachers), Simon Fraser University, Faculty of Education, Burnaby, BC V5A 1S6 Canada

FLES NEWS, ta, $12.00; Department of Foreign Languages and Literatures (Marcia Rosenbusch, Ed.), 300 Pearson Hall, Iowa State University, Ames, IA 50011

Foreign Language Annals, bm, $45.00, inst. $50.00; Reprint-UMI; American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701

Français dans le Monde, 8/yr, French Franc 230, Reprint-UMI; Hachette Edition et Diffusion Francophones; 26 Rue des Fosses Saint Jacques, 75005 Paris, France

French Review, bm, $27.00; Reprint-UMI; American Association of Teachers of French, 57 E. Armory Ave., Champaign, IL 61820

Hispania, q, $25.00; Reprint-UMI; American Association of Teachers of Spanish and Portuguese, Mississippi State University, P.O. Box 6349, Mississippi State, MS 39762-6349

Journal of Child Language, ta, ind. (US $44.00); sc (US $37.00); Cambridge University Press, 32 E. 57th St., New York, NY 10022

Journal of Multilingual and Multicultural Development, bm, ind. $35.00; inst. $105.00; Multilingual Matters, Ltd., Bank House, 8a Hill Road, Clevedon, Avon BS21 7HH, England

Modern Language Journal, q, $13.00, inst. $30.00; Reprint UMI; University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715.

NABE: The Journal for the National Association for Bilingual Education, ta, $48.00; Union Center Plaza, 810 First Street, NE, 3rd floor, Washington, DC 20002-4250

Second Language Research, sa, ind. $35.00; inst. $53.00; Edward Arnold Journals, 46 Bedford Square, London WC1B 3SE England

Studies in Second Language Acquisition, sa US$37.00; inst. US$67; Cambridge University Press, 32 E. 57th St., New York, NY 10022

TESOL Quarterly, q, $42.00, Reprint-UMI: TESOL Central Office, Suite 300, 1600 Cameron Street, Alexandria, VA 22314

Unterrichtspraxis, sa, mem. salary under $20,000 ($20.00); $20,001- $25,000 ($25.00); $25,001- $30,000 ($30.00); over $30,000 ($35.00); Reprint-UMI; 523 Bldg., Ste. 201, Rte. 38, Cherry Hill, NJ 08034

Abbreviations: a--annually; bm--bimonthly; bw--biweekly; inst.--institution; ind.--individual; lib.--library; m--monthly; mem.--member; nonmem.--nonmember; Pub.--publisher; q--quarterly; UMI-University Microfilms International; sa--semiannually; sc--single copy; sm--semimonthly; stu.--student; ta--triannually.

Appendix D

Organizations and Conferences Dealing with Elementary School Language Instruction

Advocates for Language Learning
Paul Garcia, President
P.O. Box 1614
Independence, MO 64055
816-871-6317

Canadian Association of Immersion Teachers
62 Robertson Road
P.O. Box 26148
Nepean, Ontario K2H 9RO, Canada
613-829-7113

Canadian Parents for French
309 Cooper Street, Suite 210
Ottawa, Ontario K2P 0G5, Canada
613-235-1481

National Network for Early Language Learning (NNELL)
Nancy Rhodes, Executive Secretary
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
202-429-9292

Ontario Institute for Studies in Education (OISE)
252 Bloor Street West
Toronto, Ontario M5S 1V6, Canada
416-923-6641

Second/Foreign Language Acquisition by Children Conference (SLAC)
Rosemarie Benya, Chair
East Central University
Ada, OK 74820
405-332-8000

Language Specific Organizations

American Association of Teachers of Arabic
Dilworth Parkinson, Executive Director
280 HRCB
Brigham Young University
Provo, UT 84602
801-378-4684

American Association of Teachers of French
Fred M. Jenkins, Executive Director
57 East Armory Avenue
Champaign, IL 61820
217-333-2842

American Association of Teachers of German
Helene Zimmer-Loew, Executive Director
12 Haddontowne Court, #104
Cherry Hill, NJ 08034
609-795-5553

American Association of Teachers of Italian
Louis Kibler, Secretary-Treasurer
Department of Romance Languages
Wayne State University
Detroit, MI 48202
313-577-3219

American Association of Teachers of Slavic and East European Languages
George Gutsche, Executive Secretary-Treasurer
University of Arizona
Tucson, AZ 85721
602-621-9766

American Association of Teachers of Spanish and Portuguese
James R. Chatham, Executive Director
Mississippi State University
P.O. Box 6349
Mississippi State, MS 39762-6349
601-325-2041

American Classical League
Harry Rutledge, President
Miami University
Oxford, OH 45056
513-529-7741

American Council of Teachers of Russian
1619 Massachusetts Ave., NW, Suite 527
Washington, DC 20036
202-328-2287

American Council on the Teaching of Foreign Languages (ACTFL)
C. Edward Scebold, Executive Director
6 Executive Plaza
Yonkers, NY 10701-6801
914-963-8830

Association of Teachers of Japanese
Hiroshi Miyaji, President
Hilcrest 6119
Middlebury College
Middlebury, VT 05753
802-388-5915

Chinese Language Teachers Association
C. P. Chou, Executive Director
Princeton University
211 Jones Hall
Princeton, NJ 08544
609-258-4269

Goethe House
666 3rd Avenue, 19th floor
New York, NY 10017
212-972-3960

Appendix E

Language Resource Centers

American Association of Teachers of French/FLES Commission
University of Maryland/Baltimore County
Department of Modern Languages and Linguistics
Baltimore, MD 21228
410-455-2997

American Forum for Global Education
45 John Street
Suite 1200
New York, NY 10038
212-732-8606

Center for Applied Linguistics (CAL)
1118 22nd Street NW
Washington, DC 20037
202-429-9292

ERIC Clearinghouses on Languages and Linguistics (ERIC/CLL)
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
202-429-9292

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street NW
Washington, DC 20037
202-467-0867 800-321-NCBE

National Foreign Language Center (NFLC)
1619 Massachusetts Avenue, NW
Washington, DC 20036
202-667-8100

Appendix F

Training Videos

1. The following teacher preparation videos, with accompanying teacher's activity manuals, are intended for institutions of higher education, school districts, and teacher trainers involved in teacher preparation for elementary foreign language programs. Although designed for immersion teachers, they are applicable to all types of elementary foreign language teachers:

"Assessment in the Immersion Classroom"
"Foreign Language Immersion: An Introduction"
"Negotiation of Meaning"
"Planning for Instruction in the Immersion Classroom"
"Reading and Language Arts in the Immersion Classroom: Grades K-2"
"Reading and Language Arts in the Immersion Classroom: Grades 3-6"
"Second Language Acquisition in Children"
"Teaching Culture in the Immersion Classroom"
"Teaching Mathematics and Science in Immersion Settings"
"Teaching Social Studies in the Immersion Classroom"
""What it Means to be an Immersion Teacher"

Available from: Montgomery County Public Schools, Department of Academic Skills, Office of Instruction and Program Development, Rockville, MD 20850. Tel. (301) 279-3410; Cost: $25 each.

2. *"First Steps in FLES"* is a 30-minute training video for new teachers depicting strategies, techniques, and games to be used in an elementary school foreign language class. Available from: Learning Resource Center, University of North Carolina-Greensboro, Spring Garden Street, Greensboro, NC 27412; Cost: $20.

3. The video *"FLES* Programs in Action"* depicts goals and activities in FLEX, Sequential FLES, and Immersion. An accompanying brochure gives additional information on each type of elementary school program model, including expected outcomes, goals and long-range plans, results of research, and other topics. Videotape/brochure package Available from: Dr. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228 Tel. (410) 455-2109; Cost: $23 (Make check out to UMBC-MLL).

3. The *Cooperative Learning Series* (5 videos), with accompanying facilitator's manual, focuses on techniques for succesfully using cooperative learning in the classroom. The first program,*"Learning to Work Together,"* is for school administrators, teachers, staff development personnel, board members, parents, and community groups. The second, third, fourth, and fifth programs, *"Planning and Implementing Cooperative Lessons," "Teaching Social Skills," "Three Frameworks: STAD, TGT, and Jigsaw II,"* and *"A Sample Lesson,"* are for teachers. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314 Tel. (703) 549-9110 (Preview copies available).

Appendix G

Elementary School (K-8) Foreign Language Teacher Competencies (a summary)

1.0 An understanding of second language acquisition in childhood and its relation to first language development

2.0 Knowledge of instructional methods appropriate to foreign language instruction in the elementary school

3.0 Knowledge of instructional resources appropriate to foreign language instruction in the elementary school

4.0 Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school

5.0 Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language

6.0 Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture

7.0 Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language

8.0 Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning

9.0 Proficiency in the foreign language

10.0 Knowledge of child development

11.0 Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school

12.0 Awareness of the need for personal and professional growth

13.0 An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members

14.0 Awareness of skills for program promotion

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